



I. Course information					
Course Title	Social Inequality, Exclusion, and Democracy				
Prerequisites					
Weekly Schedule	4UD	In Class	64 hours	Workshop	NA

II. Learning Results
By the end of the course, students will: 1. Know and understand inequality, exclusion and democracy with a critical view of its complexities, paradoxes, and contradictions, from a conceptual and theoretical perspective, as well as its occurrence in world affairs over the past four decades. 2. Be able to define and explain relevant concepts such as poverty, governance, citizenship, dictatorships, vulnerability and stratification, as well as have the technical skills to ask accurate questions to gain deeper knowledge about them. 3. Identify social and cultural elements that shape national and regional identities and relate to the evolution of political and economic models applied during the last four decades. 4. Comprehend historical differences and similarities among countries and regions, to compare them accurately and to deconstruct the usual stereotypes. 5. Communicate relevant reflections and questions to develop significant knowledge around social inequality, exclusion and democracy, as well as help raise awareness on topics discussed throughout the semester.

III. Teaching Methodology
Classes during the semester will be based on assigned readings and study of diverse sources, with subsequent presentations by the professor, with the goal of understanding and explaining current issues related to social inequality, exclusion, and democracy. Students will be expected to complete the required reading each week and to participate in discussions to develop and present their own views on each case. The sources used for each class will conceptual, theoretical and applied aspects of each topic. A main aspect component of the class will be to study readings with a critical view on the current world and how history has been (and it still is) written. This will include academic and governmental documents, as well as reports published by international organizations such as the World Bank, the OECD, the ECLAC, the UNDP and the OAS. Points of view presented in these documents will be discussed in contrast with information from press articles, documentaries, lectures and primary information, both qualitative and quantitative. Surveys with online analysis tools will be used, such as www.Latinobarometro.org and www.Worldvaluessurvey.org. World Country reports will be used, such as the https://www.bti-project.org/en/reports/country-reports/ and https://freedomhouse.org/report/freedom-world/freedom-world-2017

A weekly email will be sent by the professor after the classes, with the tasks students must complete before next class, as well as instructions and support material for upcoming evaluations. Assigned readings and other sources will be available through email and will be sent accompanied by 2 or 3 questions, prior to the class in which they will be analyzed. Students must read the sources and try to answer those questions based on what they've read and listened to, to participate in discussions and debates during class. Students may also present their own questions to be discussed in class, which can become the basis for their essays. Questions that students have arrived to could be answered from qualitative and quantitative data, as well as from academic sources and primary sources, including interviewing people from different Latin American countries.

IV. Evaluation Methodology			
Description of the methodology	According to UVM policies, each evaluation will use a scale from 1.0 to 7.0 with 1 decimal, 7.0 being the highest possible score and 1.0 being the lowest. All evaluations will have a rubric that will be given to the students prior to the evaluation, to make the evaluation process and results as transparent as possible for everyone involved. The final grade of the class will be calculated according to the following values: • Class participation: 25% • 1st essay and peer-edition: 15% • 2nd essay and peer-edition: 15% • Exposition: 15% • Final Research Paper: 30% For essays, students may request an early evaluation if they submit their work a week before the deadline, to have a better understanding of what aspects need to be improved prior to the actual grading. Instructions and strategies for essay composition and writing can be obtained at: https://owl.english.purdue.edu/owl/resource/685/01/ http://writingcenter.fas.harvard.edu/pages/strategies-essay-writing		
Evaluation Type	Learning Result being evaluated	Date	%
Class participation (Auto and Co-evaluation)	Class participation will include participating in discussions and debates with classmates, which will require students to have studied their assigned tasks. During the course, both the professor and students will assess participation on a monthly grade basis at the end of August, September, October and November. The best 3 grades by the students and the best 3 by the professor and the student will count for class participation final grade. Aspects that will be evaluated are: - Reading Weekly Materials - Reflecting on topics and materials - Participate actively and respectfully in class - Sharing experiences and ideas in class - Reading and responding to Weekly Emails in a timely manner, when require	Monthly	25%

	- Asking pertinent and accurate questions about class topics and texts.		
1st essay & peer-edition	Essays will require students to choose a topic or subject seen in class or included in the Syllabus and apply it to one or more country or region in the world. Bibliographical sources will be made available through email and Google drive to support the students' choice. Essays don't need to be longer than 5 or 6 pages and must include at least: • Title • 5 lines abstract • Keywords • Introduction • Development of subject • Conclusion • Critical questions about the topic • Bibliography The first essay is completely depending on the students' decision for the central topic, country, as well as relevant actors and causes of the studied issues. Students must work with a peer to review and edit their essays.	10 th session	15%
2 nd essay & peer-edition	The second essay must address one of the topics from Unit 3, Social Exclusion in the XXI Century: • Women's political and labor participation • Native peoples around the world • Discrimination, racism and migrations • Urban Exclusion • Other related topics (as LGBTQ exclusion, Child labour, Social exclusion of older people, among other) Students must work with a peer to review and edit their essays. This second essay must be presented during a session.	18 th session	15%
Exposition	From the topic developed in the 2nd essay, students must prepare an exposition to their classmates. Exposition must include, at least: • Introduction • Development of the topic • Critical questions about the topic • Bibliography	From 19 th to 26 th session	15%

Final Paper	The final paper will evaluate all learning results set in the course. It must show that students have followed all the discussions, reflected on their topics of choice as well as studied its historical, social and cultural background. Students must choose one of the essays that they have written during the semester and consider all observations made, as well as the information obtained as answers to the questions student have posed in their previous essays.	32nd session	30%

V. Course Rules

All Reading materials, presentations and other supports will be made available with anticipation to each class in a public access email box for all students of the course: socinequal@gmail.com. The password will be made available during the first class. Also, as students provide their emails addresses, materials for the semester will be shared through Google Drive and emailed weekly in advance.

According to University policies, attendance will be required for at least 80% of the classes. For a missed session to not be counted for that percentage, students must present a doctor's note within one week from the absence, explaining the reason for that specific date. Students will have to send an email to the professor with a scanned copy of the doctor's note and request confirmation that the email has been received, to reschedule the evaluation. Rescheduling will not be completed until the professor has acknowledged receiving the email and communicated with the student to set a new date. Failure to present a doctor's note and/or to communicate with the professor will result in receiving a grade of 1.0. However, each student will have 5 days of grace-period throughout the semester.

Failing to turn in the final paper will result in failure of the course.

Reports and papers must be received by the professor (not sent by the students) at 17:00 on the days that have been set in the schedule. Students are advised to send reports and papers by email with enough time for it to be received at 17:00. All papers and presentations to be submitted will be sent as an email addressed to the professor, pablofj.barrientos@gmail.com, and with a copy to the course's email address, socinequal@gmail.com, so students can verify that the email has been received. Reports and papers that have not been received at 17:00 on the appointed days will be graded with 1.0.

According to UVM's policies, students will not be allowed to take part in protests and demonstrations. Therefore, the research proposal will not require actual fieldwork and credit will not be given for taking part in activities that disobey the University's policy for international students. Taking part in protests or demonstrations is grounds for expulsion from Chile and will not be condoned or supported by the University. One of the main purposes of this course is to critically observe different social, cultural, political and religious aspects about the world and their evolution over recent decades, including arguments and perspectives with which students may possibly disagree. So, debates and dialogues during classes will require students to communicate their ideas with respect for other people's views and culture. Given that the course will focus on a subject within social sciences, it will be necessary for students to be tolerant and respectful of others, both their classmates and their professor. Intolerant, angry or abusive dialogue will not be accepted and will result in a 1-point deduction from the Class Participation final grade.

VI. Class Schedule	
Learning Results (LR)	Units, or Modules (include topic content)
1. Know and understand inequality, exclusion and democracy with a critical view of its complexities, paradoxes, and contradictions, from a conceptual and theoretical perspective, as well as its occurrence in world affairs over the past four decades. 2. Be able to define and explain relevant concepts such as poverty, governance, citizenship, dictatorships, vulnerability and stratification, as well as have the technical skills to ask accurate questions to gain deeper knowledge about them. 3. Identify social and cultural elements that shape national and regional identities and relate to the evolution of political and economic models applied during the last four decades. 4. Comprehend historical differences and similarities among countries and regions, to compare them accurately and to deconstruct the usual stereotypes. 5. Communicate relevant reflections and questions to develop significant knowledge around social inequality, exclusion and democracy, as well as help raise awareness on topics discussed throughout the semester.	Unit 1: Introduction to Social Inequality, Exclusion and Democracy 1.1. What is Social Inequality and why does it matter? 1.2. Theories on Inequality 1.3. Measuring Social inequality, Exclusion and Democracy. Concepts and indicators 1.4. Global paradigms for Development and their impact Unit 2: Inequality, Poverty and Growth 2.1. The Chilean Case 2.2. Measuring and interpreting poverty lines 2.3. Economic models around the world: Wealth distribution 2.4. Social inequality and the role of education Unit 3: Social Exclusion in the XXI Century 3.1. Women's political participation 3.2. Indigenous peoples in Latin America 3.3. Discrimination, racism and migrations 3.4. Urban Exclusion and Gentrification Unit 4: Democracy and Political Scenarios 4.1. Citizenship and Social Movements in Latin America 4.2 Political coalitions and elections 4.3. Dictatorships and (dirty) wars 4.4. Corruption and transparency

LR	Unit	Session	Class Objectives	Class activity, or evaluation	Preparation for Class
		1-2	Presentation of Syllabus, evaluations and class activities	Presentation of the class Students' presentations and preliminary definitions of social inequality	N/A
1, 2, 3, 4, 5	1	3-4	Discuss main relevant aspects of these topics	Discussion about the questions: <i>What is Social Inequality and why does it matter?</i>	Read Preface of <i>The Price of Inequality: How Today's Divided Society Endangers Our Future</i> (Joseph Stiglitz, 2012)

1, 2, 3, 4, 5	2			Discussion on the ideas from the preface of Stiglitz (2012) <i>The Price of Inequality</i>	
		5-6	Analyze theories on inequality from diverse sources to have a general overview of its state and debates	Discussion about theories on Inequality Peer-edition work for 1st essay	Read “Social Inequality: A Short History of an Idea” from: http://lib.oup.com.au/he/samples/habibis_SIA2e_sample.pdf
		7-8	Discuss about concepts and indicators to measure social inequality, exclusion and democracy, to identify how they affect people’s lives.	Discussion about indicators for social inequality. Class activity to understand the Gini Coefficient Peer-edition work for 1st essay	Read Chapter IV of UN <i>Inequality Matters</i> : http://www.un.org/esa/socdev/documents/reports/InequalityMatters.pdf
		9-10	Analyze different trends for Development and Inequality around the world.	Discussion about Global paradigms for Development 1st Essay with Questions must be submitted.	Read Chapter V of UN <i>Inequality Matters</i> and choose a solution to explain: http://www.un.org/esa/socdev/documents/reports/InequalityMatters.pdf
	2	11-12	Analyze the Chilean case regarding inequality, poverty and growth.	Discussion about Inequality, Poverty and Growth in the Chilean Case Peer-edition work for 2 nd essay	Read “The Political Economy of Inequality at the Top in Contemporary Chile” (Diego Sánchez-Ancochea, 2017)
		13-14	Analyze critically how figures of poverty are calculated and the different consequences that they may have.	Measuring and interpreting poverty lines Peer-edition work for 2 nd essay	Read “Declining Poverty in Latin America? A Critical Analysis of New Estimates by International Institutions” from: http://www.ase.tufts.edu/gdae/Pubs/wp/07-02LatinAmPoverty.pdf
		15-16	Observe economic inequality around the world	Understanding economic models around the world: Wealth distribution	Read chapter I of UN <i>Inequality Matters</i> : http://www.un.org/esa/socdev/documents/reports/InequalityMatters.pdf

1, 2, 3, 4, 5	3			Peer-edition work for 2 nd essay	
		17-18	Analyze the role of education regarding social inequality.	Social inequality and the role of education 2nd Essay with Questions must be submitted.	Read “The role of education for social inequality in modern societies (with a special perspective on EU Member States)”: http://nesetweb.eu/wp-content/uploads/2017/07/The-role-of-education-for-social-inequality.pdf
		19-20	Present the recent experience of women’s participation in both politics and policies in the Latin American region	Students’ presentations about gender issues and women’s political participation in Latin America	Read Htun, M. and J. Piscopo (2014) Women in Politics and Policy in Latin America and the Caribbean. Social Science Research Council Working Papers. Conflict Prevention and Peace Forum CPPF Working Papers on Women in Politics: No. 2. Available at: http://webarchive.ssric.org/working-papers/CPPF_WomenInPolitics_02_Htun_Piscopo.pdf
		21-22	Present situations on indigenous peoples in Latin America from a human rights perspective. Students’ presentations	Students’ presentations about Indigenous peoples in Latin America	Read Grant, M. Gutierrez, A., Oropeza, J. and C. Stephens (2016) “Americas”, in Peter Grant (ed) <i>State of the World’s Minorities and Indigenous Peoples 20161 Events of 2015</i> , London: Minority Rights Group International, pp. 101-119. Available at: http://minorityrights.org/wp-content/uploads/2016/07/MRG-SWM-2016.pdf
		23-24	Study the contrast between discrimination, racism and migrations	Students’ presentations about discrimination, racism and migrations Research and discussion for final paper	Read Black, R., Natali, C. and J. Skinner (2006) Migration and inequality, EQUITY & DEVELOPMENT, World Development Report 2006. Background Papers, Development Research Centre on Migration, Globalisation and Poverty, University of Sussex. Available at: http://siteresources.worldbank.org/INTWDR2006/Resources/477383-1118673432908/Migration_and_Inequality.pdf

		25-26	Analyze the past and current situation of urban exclusion, exemplified in the slums of Africa and gentrification	Students' presentations about Urban Exclusion and Gentrification Research and discussion for final paper	Read Slums as expressions of social exclusion: explaining the prevalence of slums in African countries https://www.oecd.org/dev/pgd/46837274.pdf Wharton, J. (2008) Gentrification: The New Colonialism in the Modern Era. <i>Journal of the Oxford University Round Table: Forum on Public Policy</i> , Summer 2008 ed. (January 2009), ISSN 1938-9809.
1, 2, 3, 4, 5	4	27-28	Examine the outlook of social movements in Latin America as well as how they shape citizenship.	Discussion about Citizenship and Social Movements in Latin America Research and discussion for final paper	Read Eckstein, S. (2013) The Latin American Social Movement Repertoire. How It Has Changed, When, and Why. https://moving-the-social.ub.rub.de/index.php/Moving_the_social/article/view/54
		29-30	Impact on democracy of Dictatorships and dirty wars	Discussion about Dictatorships and (dirty) wars Film presentation: 2004 Chilean movie "Machuca"	Read Weeks, J. (2012). Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict. <i>The American Political Science Review</i> , 106(2), 326-347. Retrieved from http://www.jstor.org/stable/41495081
		31-32	Establish a global analysis of corruption its effects on politics and identity	Discussion about Corruption and transparency Final research paper must be submitted	Explore the website of Transparency International: https://www.transparency.org/what-is-corruption/

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